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**Sports Funding Impact Report**

**Plus**

**School Swimming Data.**

**2020-2021**

**What is the PE and Sports Premium Funding?**

The government is providing funding of over £450 million per annum for academic years 2013-2022 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

**Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium**: ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.   
  
**It is expected that schools will see an improvement against the following 5 key indicators:**

**Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children**

**and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.**

**Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement.**

**Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 4: broader experience of a range of sports and activities offered to all pupils.**

**Key Indicator 5: increased participation in competitive sport.**

**The school has been receiving the funding since 2013.**

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| **Key achievements to date:** | **Future Ideas and Development areas beyond 2020.** |
| * A sustained high number of pupils have been involved in competitive situations at Level 1,2 & 3. Between 2015-2019 we earned a place in over 10 county finals per year (sadly this has not been able to take place in the last two academic years due to COVID). * As a school, we have represented Staffordshire at 4 regional finals in the last three years. * In 2019, some of our pupils competed at a National Final (in Girls Football)! We were hoping to get this far again in 2019-2021 and will aim for this as soon as we are able to again. * School has achieved the silver School Games Mark for the sixth year running. This shows the consistency of provision on offer within the school, the range of competitions that the children have access to and the wide range of extra-curricular activities available to all pupils. We also meet a lot of the criteria for Gold (particularly though competition). * A curriculum map (along with core activities to support it) and assessments for PE are now in place across the school in line with the new PE curriculum. The new schemes will continue to be used in future years. * The confidence and knowledge of staff members has been improved, giving them the confidence to deliver the curriculum across the key stage in future years. * Through activities planned throughout the year including enrichment days & award ceremonies, the profile of health and meeting recommended daily activity levels has been raised. * Developments within lunchtimes and additional extra-curricular clubs on offer to pupils has led to increased participation, fitness levels and enjoyment for pupils. * Pupil sports leaders continue to be trained up to lead and organise events in school alongside the lunchtime staff. * Staff and pupil confidence and their ability to lead events and activities is sustainable and will be something the school builds upon as part of next year’s plan. * Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to sustainable attitude change and increased present and future participation. * Staff have received training on Forest Schools and we are beginning to integrate this into the wider school community. * School facilities and equipment have been improved to incorporate more opportunities for competition. For example, netball markings and netball and extra football goals. * This year we have begun our journey towards healthy snacks at Fulfen. The children are beginning to understand the benefits of healthy snacks and starting to make better choices. * As a school we have run community events for example Race for Life (parents have been included where possible). * The profile of health and wellbeing has been raised, particularly amongst staff this year. | * Fully embed the use of our new curriculum and provision maps as well as assessment by all teaching staff (ensure consistency). * Continue to develop the CPD needs of all staff teaching the PE curriculum. * Further develop our provision of the swimming curriculum to ensure an increase in end of KS2 expectations. * Develop skills of lunchtime supervisors and playground leaders to create ‘active zones’ which will promote an active lifestyle and reduce behavior incidents. * Continue to raise awareness of emotional wellbeing for both staff and pupils. * Further involve parents in understanding the importance of an active, healthy lifestyle via newsletters and parental involvement days. * Fully integrate Forest Schools into our curriculum. * Staff who have completed the Forest Schools training and Level 5 qualification to support other members of staff and share expertise. * Enrich the curriculum with alternative sporting activities and days. * Aim to achieve the Gold School Games Mark. * Aim for two hours of curriculum PE on a weekly basis. * Install large equipment for outdoor areas. |

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**Health of pupils and school community**

* **Staff and pupils have excellent awareness of health and safety aspects in PE and school sport.**
* **Core skills of self-esteem and mental wellbeing developed through mindfulness and yoga activities (which also support physical development).**
* **Use of a variety of resources to encourage healthy lifestyle choices and healthy meals and snacks across the school.**
* **Active children – at least 60 minutes a day (30 minutes during the school day). This is supported through active lunchtimes, active lessons and active homework bags.**
* **Explicit links made between the PE and Science curriculum (healthy eating, pulse rate, muscles, skeleton).**

**PE Curriculum**

* **Pupils look forward to and enjoy PE lessons and physical activity.**
* **Broad balance of sports and activities provided to all key stages, including the core areas of: dance, gymnastics, athletics, games, swimming and outdoor and adventurous activities.**
* **Access to Forest School ethos across the school.**
* **High quality P.E curriculum due to staff CPD and developed specialisms.**
* **Teachers/coaches challenge all pupils.**
* **Aim for two hours of P.E per week.**
* **P.E leader is highly skilled and able to motivate other staff.**
* **Assessment in place to monitor (and celebrate) progress and achievement of pupils.**
* **Excellent range of equipment available.**
* **The context of sport is used across the curriculum and is integrated into the school ethos.**

**Extra-curricular provision**

* **Opportunities for *all* pupils to find exercise that they can enjoy and continue outside of school.**
* **High level of attendance at the wide range of clubs for both KS1 and KS2.**
* **High level of children competing in a range of sports at levels 1-4.**
* **Wide range of intra-school competitions for KS1 and KS2.**
* **Curriculum, after school clubs and competitions work in cohesion with each other.**

**Links to whole school improvement.**

* **PE and sport is a central part of the school development plan.**
* **Improved mental and physical health means increased concentration and focus in other lessons.**
* **Developed fine and gross motor skills help in other areas of the curriculum.**
* **PE gives opportunities for pupils to develop social skills and resilience and build self-esteem through team games and competition.**
* **PE leader has the support of the Headteacher, staff, parents and governors.**

**Links to wider community/clubs/facilities.**

* **Fulfen has a high profile in the wider community.**
* **Good links with local clubs – visits in and out of school.**
* **Strong links with local schools.**
* **Enrichment days.**
* **Parent involvement – regular newsletters.**
* **Sport achievement assemblies.**

**Outcomes: All pupils will leave the school…**

* **Physically literate and with the knowledge, skills and motivation necessary to equip them for lifelong participation in physical activity and competitive sport.**
* **With a good understanding of healthy lifestyles (including good mental wellbeing) and how exercise is a part of that.**
* **Having found a life-long love of healthy exercise to suit them.**
* **Knowing how to take part in PE safely.**

**FULFEN PRIMARY SCHOOL**

**VISION FOR PE AND SPORTS**

**Amount of Grant Received** – **October £ 7/12 of £16000 + £10 per pupil April £ 5/12 of £16,000 + £10 per pupil**

Therefore, we received £11,400 in October 2020 and a further £8150 in April 2021.

Due to the situation last year with Covid-19, a further £2125 was carried forward. This brings the total amount to £21,675

The following table details the actions and spend we were able to complete and the impact we felt this made.

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| **Area of Focus** | **Amount spent** | **Impact** | **Sustainability** |
| **Improve the health and wellbeing of pupils & staff**  Develop pupils mental health and support pupils to develop key life skills that build upon home learning activities that have taken place whilst pupils have been in lockdown.  Engage with parents on activities that can be continued at home for health and wellbeing.  Put strategies in place to support staff wellbeing.  **Key Indicator 1**  **Key Indicator 4**  **Key Indicator 5** | £380 teacher release time to complete actions  £1800 Health and Wellbeing resources and staff initiatives.  £1415 playground equipment for active play.  £1500 zoning barriers for the playground.  £38 health and wellbeing online training.  £95 1/2 day teacher release.  £6840 extra member of staff to lead lunchtime activity. | * Additional resources created to contribute to pupils improved outcomes and experience in school. * Journey towards healthy snacks has begun. Pupils have a better understanding of the benefits of healthy eating and exercise. * There has been an increased awareness of health recommendations with staff, pupils and parents. * Pupils understand the value of PE and health and are committed to meeting recommendations. * Better range of equipment on offer to support physical activity at lunchtimes (as well as lessons and other times of the day). * Increased enjoyment in PE and lessons with linked physical activity. * Increased self-esteem and confidence of pupils. * Increased fitness of pupils through taking part in additional activities offered throughout the school day. * Playground leaders supported with leading activities. | Knowledge gained will continue in future years and be built upon. Materials, including active homework bags can be used with pupils in future years. Improved fitness will continue through newly embedded procedures and opportunities for activity throughout the school day.  Health learning opportunities will be built in as part of the curriculum map. |
| **Raise the profile and importance of PE and improve the quality of teaching and learning.**  Raise the profile and importance of PE within the school and school community.  To discuss with staff the implications of the Covid-19 situation and what this means for PE in terms of curriculum design and order of activities.  Embed staff confidence in teaching following audit of needs.  To update all documentation for PE health and safety in line with new guidance in safe practice book.  Continue to expand forest school opportunities and share good practice.  **Links to;**  **Key Indicator 3**  **Key Indicator 2** | £490 subject leader 1:1 (including cover).  £1330 equipment (including outdoor and adventurous and KS1 specific equipment).  £380 2 x teachers release to complete Level 5 training.  £95 health and safety course.  £190 cover to complete actions.  £759 Forest school equipment.  £258 health and safety monitoring and re-placement equipment.  £36 Swim England charter. | * Outcomes for pupils enhanced through up-to-date information gained from meetings and networking and strategic vision the school is working towards. * Subject leader has clear vision and action plan to successfully lead school forward with – and shared with all stakeholders. * All staff members and stakeholders in the school committed to moving PE forward and improving outcomes for children in the school. * Increased staff confidence in planning, teaching and assessing PE lessons and having ideas for certain activity areas. This is impacting on and reflected through the confidence and ability of the pupils. * Schemes of work and assessments for PE are in place in line with the new PE curriculum. * There is a high number of pupils meeting National Curriculum swimming expectations and school has more effective swimming provision going forward. * Increased enjoyment and engagement in PE lessons. * PE is a well-resourced subject with plenty of differentiated resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons. * Pupils have access to an improved range of KS1 specific equipment. | PE subject lead competency to strategically continue to move school forward towards desired outcomes. Other key stakeholders understanding and support behind the developments and change.  These improvements and the legacy to last in future years. Changed attitudes and perceptions towards PE lead to higher outcomes and opportunities for pupils. Safe practice updates and changes ensure pupils are kept and remain safe. |
| **Expanding opportunities for competition & linking with the Community**  To expand the opportunities for pupils to take part in competitions and performance.  To improve pupils confidence, self-esteem, teamwork and mental health.  To explore ways of community involvement in PE, sport and health and signposting children to continue to be active in the local area.  **Key Indicator 4**  **Key Indicator 5** | £5690 extra-curricular clubs.  £190 Extra football goals, nets and pegs.  £33 Sports Day resources  £190 teacher release time.  £20 personal best resources. | * A calendar of competitions is clearly mapped out (some virtual, some live competitions) and discussed each year to see how this fits into current curriculum overview and extra-curricular clubs offered. * Subject leader and other staff are always looking for opportunities to increase the number and variety of competitive activities that pupils are exposed to. * Staff offer pupils opportunities to be competitive or take part in performances at the end of the unit of work. * Consistently high level of participation in extra-curricular clubs and competitive activities at Fulfen and 100% of pupils taking form in some form of competitive situation in the school. * Silver Mark School Games Award has been consistently achieved and the criteria for Gold Mark have been met for competitive sports. * Links with the community have been made for example with Lichfield Friary Tennis Club and Aston Villa Foundation to ensure that pupils have access to a wide range of activities. | Pupils wider skills learnt though competitive situations and collaborating with others will stay with them. Calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities.  The School Games Mark will be a valuable platform for the school to build on in terms of competitions and links.  Extra-curricular clubs and competitive opportunities will continue. The school will continue to enter all competitions that are available to us and take multiple teams. |
| **Plans for next year:**   1. Forest Schools - share good practice across the school – staff meetings, network meetings and resources. 2. Continue to improve outdoor and adventurous activities on our school site – CPD and resources. 3. Continue to improve the health and wellbeing of pupils through the use of a variety of resources, enrichment days and homework bags. 4. Aim for 100% of pupils achieving the National Curriculum requirements for Swimming. | | | |

**Swimming at Fulfen Primary School**

Due to the covid-19 situation we were unable to take pupils swimming this academic year, however our current Year 6s have had school swimming lessons previously. Swimming is an area of priority next year (it is booked in for Autumn Term) to ensure that we catch pupils up with provision as best as possible.

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| **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below:** |
| Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year? | 92% |
| Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 92% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 76% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Our plan was to implement additional lessons in Summer Term and will be looked at next academic year if the Covid-19 situation allows us to. |
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